DOCUMENT RESUME

ED 270 619 CE 044 571

AUTHOR Feller, Rich
TITLE Identification of Vocational Education Counseling Strategies Needed at the Secondary Level for Students to Succeed in Vocational Education and Become Employable. Final Data Summary.
INSTITUTION Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE Mar 86
NOTE 59p.; Portions of the document contain small print.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; Career Development; *Counseling Effectiveness; *Counseling Techniques; *Counselor Role; Program Effectiveness; *School Counseling; School Counselors; School Guidance; Secondary Education; *Vocational Education
IDENTIFIERS Colorado

ABSTRACT

This study was conducted to determine what vocational counseling strategies are used with students who enroll in vocational education programs, their effectiveness, and their perceptions of helpfulness by graduates and employers. Different surveys were developed and sent to the following groups in Colorado: 60 high school counselors, 60 principals, vocational directors of 60 high schools, 30 secondary vocational education graduates who completed programs in 1984 and 1985, and 30 employers of such graduates. Some of the results of the surveys were the following: (1) 27 vocational strategies were identified, and respondents saw all of the studies as helpful and being used; (2) little time is spent counseling vocational students; (3) five strategies are being used with a majority of vocational students: talk with counselor, class discussion of jobs, personal counseling about career goals, information given about postsecondary training, and feedback about deficiencies in work habits; (4) complete job shadowing was seen as one of the most helpful strategies by students but as one of the least helpful by the other groups; and (5) some differences were noted between employers' and other groups' perceptions of helpfulness of various strategies, but on the whole, answers were similar among the groups. Recommendations include: more time devoted to vocational advising; structured guidance programs during the pre-enrollment process; and greater use of technology such as video and software to disseminate information if counseling time cannot be increased. (A list of the 27 vocational counseling strategies identified and their rankings by participant groups is included in the report.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COLORADO
STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

Mr. Isaiah "Ike" Kelley, Jr., Chair
1st Congressional District

Vacant
2nd Congressional District

Mr. C. Gordon Dickinson
4th Congressional District
Representing Agriculture

Dr. Elinor Miller Greenberg
5th Congressional District
Public Member

Vacant
6th Congressional District

Mr. Lawrence E. Hamilton
1st Congressional District
Representing Business

Ms. Jane S. Quimby
3rd Congressional District
Representing Western Slope

Mr. Raymond "Buzz" Wilder
At Large Public Member
Private Occupational Schools

Vacant
Member at Large
Representing Labor

Mr. Kent Howerton
State Student Advisory Council

TABLE OF CONTENTS

	PAGE
Introduction	1
Research Objectives	5
Procedures	7
Results	8
Conclusions and Recommendations	47
Advisory Committee	54

INTRODUCTION

Vocational education has always been both a strong advocate and critic of guidance and counseling. As recently as 1984 with the publication of the Unfinished Agenda: The Role of Vocational Education in High School, there have been calls for comprehensive guidance programs which provide information leading to all jobs to all students. Criticism that secondary school guidance programs are preoccupied with the college-bound student continues, as mentioned in The Status of Secondary School Guidance: A National Survey, (Peer, 1985). And while studies (Campbell, 1968; and Kaufman, 1967) report that vocational students receive less vocational or career guidance than other students, many vocational students are dissatisfied, confused or were not really aware of the alternatives available to them (Palmo and Devantier, 1976).

Recently, within the National Career Development Association's (formerly NVGA) 1984 decennial publication, Designing Careers (Gysbers), obstacles present in delivering career counseling were highlighted. Adaptations of this work by Kinnier and Krumboltz (1984) are helpful when trying to serve secondary students.

Secondary students who enroll in vocational education like other counselees:

- acquire inaccurate information and maladaptive beliefs about themselves, training programs and jobs. They often operate under assumptions they have never examined.
- are uncertain about their own priorities, abilities and interests and feel unclear and conflicted about what they really want or value.
- are unaware of how their skills and preferences are related to the occupational structure in society. They lack a means of obtaining information and "reality testing" experiences.
- live in a world where a wealth of occupational information is available, but they find it difficult to ask pertinent questions, to motivate themselves to find answers, to penetrate the overwhelming mass of material, and to distinguish biased information from facts.

- generally do not have a systematic method for making career-related decisions. They often make decisions haphazardly or as a result of pressure from significant others.

- find that searching for and obtaining a job is a lonely, frustrating task for which they are often ill prepared.

Consistently, the Colorado Council for Vocational Education recommends that guidance and counseling services need to be improved.

> Action must be taken to strengthen guidance and counseling throughout Colorado. Improvement is needed in role definition, certification and recertification standards and in the area of information about jobs for students, counselors, parents and teachers use. (Eight Annual SACVE Report 1977.)

Each year it is implied that vocational enrollments, both in quality and quantity, would increase if students received better vocational education counseling.

As recent as March 8, 1984 within the Rules and Regulations adopted by the State Board for Community Colleges and Occupational Education within the CVA Act, the importance of vocational educational counseling was highlighted through the following revisions:

> ...students may be enrolled and counted for FTE purposes in an individual course in another approved vocational education program when through counseling it has been deemed reasonable and necessary to fulfill the student's occupational objective. Evidence of counseling must be on file.

Furthermore, it is commonly understood that counselors are generally trained in methods which better serve college bound students. It is ever more discouraging to note that Colorado school counselor endorsement does not require course work in vocational education or experience with the private sector. The Colorado Department of Education makes reference to vocational education counseling only with the following remarks:

> ...planning and decision making skills related to personal, educational, social and career opportunities.

From the national level, further evidence of the need for vocational education counseling is offered through House Bill H.R. 4974 (11/1381):

- when prevocational guidance and exploration programs are offered to middle school and junior high school youth, the result has been a qualitative as well as a numerical increase in vocational program enrollments at the secondary and postsecondary levels.

- when vocational programs have consistently provided comprehensive guidance services preceding, during, and following their tenure, the job market advantage of graduates has extended beyond the four years presently associated with those who terminate their formal education at the high school level. (H.R. 4974)

- Another survey found that the majority of students selected their high school courses because they like the curriculum and not on the basis of the kind of careers completing this program would enable them to enter. This finding, together with the conclusion that almost 2.5 million youth yearly are leaving school unprepared for either further education or for work suggests that better decisions could be made on what to study in high school (NIE, 1972)

More specifically, the following data from the landmark American Vocational Education study of 1982 (Career Information Resources in Secondary Schools) points out the need for providing guidance which helps a student succeed in vocational education and become employed.

- 47% of the students "never" had talked to counselors about occupations

- 40% of the students reported "never" talking to counselors about preparing for an occupation

- About 60% had "never" talked to a counselor about finding a job.

However, counselors generally believe one should not counsel students into vocational education or any other career choice. Good counseling and career guidance activities are those which help secondary students expand their options. While this runs counter to traditional vocational education, it frustrates many general counselors who agree that too often "expanding options" does not include access to information about vocational education. While counselors in general disagree as to whether there is such a process as vocational education counseling, this study assumed that a set of vocational

counseling strategies could be identified. Additionally, after considerable help from this study's advisory counsel, all reference to "students who are counseled into" was changed to "students who enroll in vocational education" throughout the study. This does prove most helpful in that many strategies are used with students considering but never enrolling in vocational education. Yet, it is this researcher's belief that until vocational education counseling strategies can be identified, isolated and practiced there is little hope that the guidance profession can define or evaluate what vocational counseling strategies help a secondary student succeed in vocational education and become employable.

It was the purpose of this project to address the following questions:

1. What are acceptable vocational counseling strategies that students might expect from their secondary school guidance program?
2. How much time do guidance staffs spend on advising and counseling for vocational education at the secondary level?
3. What vocational counseling strategies are used with students who enroll in vocational classes/programs?
4. To what degree could vocational counseling strategies be helpful in helping students succeed in vocational classes/programs?
5. How helpful do employers feel vocational counseling strategies are in helping secondary vocational students become productive workers?
6. How helpful do graduates feel vocational counseling strategies were in helping them become employable?

RESEARCH OBJECTIVES

The following are the research objectives for this study. A chart illustrating the objectives and specific populations involved with each objective is also included.

1. To do an extensive national search and critique of the various types of vocational education counseling now being used and suggested within the field and literature.

2. To review and evaluate the data being collected through the "Identification and Evaluation of Assessment Tools Used to Counsel Students Who Enroll In Vocational Education Programs" project.

3. To identify large random samples of counselors, high school principals and secondary vocational education directors so that accurate perceptions representative of the State of Colorado can be surveyed.

4. To identify employers of secondary vocational education graduates so that they can provide input to what type of vocational education counseling at the secondary level is most helpful in providing them with productive workers.

5. To identify recently employed vocational education graduates to obtain input regarding the type of vocational education counseling most helpful in obtaining employment.

6. To report data in a written and innovative format so that all 181 school districts can use the findings to plan and implement change within their vocational education counseling programs.

"IDENTIFICATION OF VOCATIONAL COUNSELING STRATEGIES NEEDED AT THE SECONDARY LEVEL FOR STUDENTS TO SUCCEED IN VOCATIONAL EDUCATION AND BECOME EMPLOYABLE"

	Collect data from the National Center for Research in Vocational Education, the National Career Development Association (formerly NVGA), a comprehensive ERIC search and a review of recent publications related to vocational counseling strategies	Review data from "Identification ... Study"	Highschool counselors most involved in advising/counseling students who enroll in vocational classes/program	Highschool principals	Secondary vocational education directors	Employers of secondary Vocational Education program graduates (30)	Recently employed secondary Vocational Education program graduates (30)	181 school districts
Conduct a national search and critique of the vocational counseling strategies used with students who enroll in vocational classes or programs	Dev. a list of 27 accepted vocational counseling strategies X							
Review and evaluate the data collected through the "Identification and Evaluation of Assessment Tools Used to Counsel Students Who Enroll In Vocational Classes/Programs" project		Incorporate into 27 strat. X						
Survey a representative sample of secondary highschool counselors, secondary principals and secondary vocational education directors to determine perceptions of the extent of use and potential helpfulness of vocational counseling strategies used with students who enroll in vocational classes/programs			Voc. counseling strat. sec. X	Voc. counseling strat. sec. X	Voc. counseling strat. sec. X			
Survey a representative sample of employers of secondary vocational education to determine perceptions of how helpful vocational counseling strategies would be in helping secondary vocational students become productive workers						Survey form X		
Survey a representative sample of recently employed secondary vocational education program graduates to determine how helpful vocational counseling strategies are in helping vocational students obtain employment							Survey from X	
Determine the amount of time the guidance staff spends on advising and counseling for vocational education at the secondary level by surveying a representative sample of Colorado secondary school counselors.			IV. Speaking for your Dept					
Disseminate findings and recommendations to all 181 school districts								Report X

6

BEST COPY AVAILABLE

PROCEDURES

In order to obtain information from those involved in advising and counseling students who enroll in vocational education as well as a group of secondary vocational education graduates and employers, a series of questionnaires were developed. The statements in the questionnaires were developed from information gathered from a review of the literature and discussions with the research's advisory committee.

Surveys were developed for the following groups to complete:

1. Sixty high school counselors identified by school principals to be most involved in advising/counseling students who enroll in vocational classes/programs. Using the Colorado High School Athletic Association classification of schools, a counselor from each of twenty schools selected randomly from class A, class AA, and class AAA were mailed a survey. Follow-up phone calls were made to those counselors not initially responding.

2. Sixty principals of randomly selected high schools. Using the Colorado High School Athletic Association classification of schools, principals from each of twenty schools randomly selected from class A, class AA, and class AAA were mailed a survey. Follow-up phone calls were made to those principals not initially responding.

3. Vocational directors responsible for the sixty randomly selected secondary high schools. In each phone call to the high schools the principal's secretary was asked to identify the person serving as the secondary vocational education director. Surveys were then sent to each individual and follow-up phone calls were made to each person who did not initially return the survey.

4. Thirty secondary vocational education graduates who had completed a program during the years 1984 and 1985 were randomly selected from a pool of 105 students. They were each mailed a survey and follow-up phone calls and additional mailings were made until the surveys were returned.

5. Thirty employers of secondary vocational education graduates who had completed a program during the years 1984 and 1985 were randomly selected from a pool of 93 employers. Phone calls were made to arrange a time when the surveys could be delivered and picked up.

6. Summary forms were developed to obtain the necessary information to meet the research objectives.

7. The data from the summary forms were tabulated.

RESULTS

The following summary charts include the results of the data collected from this study. The initial list of vocational counseling strategies was culled from a review of literature, data collected from the National Center for Research in Vocational Education, the National Career Development Association (formerly NVGA) and an ERIC search related to vocational counseling strategies.

SECONDARY

COUNSELORS SAMPLE

The decision of which counselors to survey for this research project was determined by first dividing each of Colorado's high schools into their respective size categories (A, AA, AAA). The schools were then listed alphabetically and assigned a number. Twenty schools were then selected from each size category using a microcomputer program for random selection.

Schools that were chosen were contacted by telephone and the principal's secretary was asked to identify the appropriate counselor to receive the survey.

SECONDARY COUNSELORS
SCHOOL SIZE "AAA" RESPONDENTS

HIGH SCHOOL	PRINCIPAL	COUNSELOR	VOC. DIRECTOR
1. Bear Creek	Maran Doggett	Raoul Bates	Arlene Anderson^
2. Broomfield	Jane McDonald	Tom Anderson	Ken Craiger
3. Denver North	Lino Gonzalas	Arnie Clum	Mary Ann Partham*
4. Durango	Gary Somsen	Don Brown	Geneva Holeham
5. Evergreen	Jerry Wanser	Harry Hoffman	Arlene Anderson^
6. Golden		Bruce Douglas	Arlene Anderson^
7. Grand Junction	Keith Dixon	Norma Schultz	Debbie Martin
8. Greeley Central	John LePetit	Ken Schuman	Tom Milan
9. Heritage	William Ingram	Norm Van Osten	Harvey Rothenberg
10. Longmont		Joe Carney	Jim Roorda
11. Manual	Don Moser	Gibson Gardner	Mary Ann Partham*
12. Mitchell	L.D. Mikkelson	Norman Aub	Tom Hergenreter+
13. Montbello	John Bowie	Larry Delmarco	Mary Ann Partham*
14. Palmer		Dave Vasquez	Tom Hergenreter+
15. Pomona	John Musciano	Fred Dyer	Arlene Anderson^
16. Ponderosa	Patrick Grippe	Kristi Manzanares	Patrick Grippe
17. Pueblo East	Charles Rodriguez	Bob Imes	
18. Thornton	Sam Thornham	Kathy Valentine	Barb McCullouch
19. Westminster	Jim Sekich	Nancy Shain	Larry Malsam
20. La Junta	Tano Ozzello	Leota Nilson	Ray Heeley

^Person serves as VE director for four schools in sample
*Person serves as VE director for three schools in sample
+Person serves as VE director for two schools in sample

SECONDARY COUNSELORS
SCHOOL SIZE "AA" RESPONDENTS

HIGH SCHOOL	PRINCIPAL	COUNSELOR	VOC. DIRECTOR
1. Alamosa	Ron Hunter	Sadie Martinez	Donald Stone
2. Berthoud	Len Sherman	Chuck Pennell	
3. Brush		Al Worthley	
4. Buena Vista			
5. Cedaredge	Mike Sandham	Kent Salyer	Laddie Livingston
6. Clear Creek	Richard Bryant	Larry Fowler	Larry Fowler*
7. Eaton	Manual Jimenez		Manual Jimenez^
8. Erie	Alan Hein	Mary Harris	Mary Harris*
9. Falcon	Pat West	Barry McDonald	Barry McDonald*
10. Florence		Richard Burleson	Charles Smith
11. Ft. Lupton	Bill Johnson	Josephine Mendoza	Floyd Akers
12. Glenwood Springs	William Reader	Leo Williams	Bob Laffoon
13. Gunnison	Craig Shafer	Donna Stefanic	Ed Woytek
14. Lake County	Mike Costanzo	Judith Baillia	Andy Mastripolito
15. Lewis Palmer	Donald Breese	Craig Cropsey	Craig Cropsey*
16. Meeker		Georgine Dickens	Bob King
17. Paonia	William Hamilton	Gerald Neill	William Hamilton^
18. Sheridan	Marc Stine	Marsha Caldwell	Jim Dorsey
19. Woodland Park	Max Wheeler	Sharron Johnson	Max Wheeler^
20. Yuma	Len Kortmeyer	Ernie Stumpf	Jim McCabe

^Person serves as both VE director and principal
*Person serves as both VE director and counselor

SECONDARY COUNSELORS
SCHOOL SIZE "A" RESPONDENTS

HIGH SCHOOL	PRINCIPAL	COUNSELOR	VOC. DIRECTOR
1. Akron	Roger Milner	Richard Perry	Charles Johnson
2. Briggsdale	Evert Bissell	Evert Bissell	Evert Bissell*
3. Campo	Lyle Bliss	Lyle Bliss^	Lyle Bliss*
4. Centennial	Miguel Gomez	Willie Montoya	Miguel Gomez*
5. Center		Suzzane Shriver	
6. Cheyenne Wells	Bruce Sonnenfield	Bruce Sonnenfield^	
7. Dolores	Cecil Dunn	Gail Hunter	Cecil Dunn*
8. Hi Plains	James Smith	Ron Stone	
9. Hoehne	Jasper Butero	Charles Bonino	
10. Manzanola	Arnold Bowman	Charles Slate	Arnold Bowman*
11. Moffat	Trinidad Sanchez	Trinidad Sanchez^	Trinidad Sanchez*
12. Mountain Valley	Paul Coleman	Karen Ickes	Karen Ickes+
13. North Park	Bob Throop	Art Bangert	
14. Peetz	Lenard Wiss	Dennis Wagner	Lenard Wiss*
15. Peyton	Katrina Robinson	Judy McCormick	
16. Plateau Valley	J. Schott	Rick Lucas	J. Schott*
17. Soroco	Stan Johnson	Jay Roope	Stan Johnson*
18. Stratton		Bruce Monosmith	
19. West Grand	Joe Shields	Gary Miller	Joe Shields*
20. Wiggins	Dwite Barnett	Dick Jones	Dwite Barnett*

^Person serves as both counselor and principal
*Person serves as both VE director and principal
+Person serves as both VE director and counselor

VOCATIONAL COUNSELING STRATEGIES

Guidance personnel will actively aid students to help them;

1. Complete an actual or practice job interview.
2. Talk with workers in jobs related to the student's program, about how they come to be in their jobs.
3. Talk with counselor/teachers about how their goals, interests and abilities relate to jobs.
4. Discuss in class or group guidance groups, jobs related to what they were studying.
5. Tour a local industry/business to observe various jobs related to their class/program.
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.
7. Gain reinforcement from parents about the purposes of vocational classes/programs.
8. Use COCIS (Colorado Occupational and Career Information System) for job/employer information.
9. Complete a "job search skill" unit/program which teaches them how to find a job.
10. Visit a "trade show".
11. Go into the business community to use equipment.
12. Receive tutoring in basic skills.
13. Complete job shadowing (following and observing workers on-site).
14. Hear loaned business personnel speak about what employers expect from students.
15. Receive personal counseling about career goals.
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.
17. Receive occupational outlook/job demand information about related jobs.
18. Receive placement information about recent class/program completers.
19. Hear presentations made by recent graduates (panels, etc.).

20. Complete some formal career assessment before enrolling in class/program.

21. Attend a presentation by vocational teachers prior to enrolling in a class/program.

22. Receive guidance in completing a resume.

23. Become involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).

24. Become informed about postsecondary training options.

25. Receive feedback about deficiencies that affect job performance.

26. Receive feedback about deficiencies in basic skills.

27. Receive feedback about deficiencies in work habits.

ALL SECONDARY COUNSELORS

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE

58 (60 - 2 non-responses)

97% Returned

Students:

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	TOTAL RESPONSES	Very helpful	Helpful	Of little help	Not at all	TOTAL RESPONSES
1. Complete an actual or practice job interview.	11	13	9	10	8	5	56	33	22	2	0	57
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	6	6	17	10	15	3	57	33	23	1	0	57
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	19	14	15	4	3	2	57	32	25	0	0	57
4. Discuss, in class, jobs related to what they were studying.	17	20	9	4	6	2	58	31	25	1	0	57
5. Tour a local industry/business to observe various jobs related to their class/program.	4	9	9	12	12	11	57	32	25	1	0	58
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	9	8	6	10	15	10	58	22	34	1	0	57
7. Are reinforced by parents about the purposes of vocational classes/programs.	3	8	14	10	14	6	55	25	28	2	0	55
8. Use COCIS for job/employer information.	6	9	6	9	9	18	57	15	35	3	2	55
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	9	10	15	8	6	9	57	25	30	0	0	55
10. Visit a "trade show".	1	2	5	6	13	27	54	11	34	6	2	53
11. Go into the business community to use equipment.	1	6	7	7	19	18	58	17	32	4	2	55
12. Receive tutoring in basic skills.	1	3	8	14	25	5	56	18	32	7	0	57
13. Complete job shadowing (followed/ observed workers on-site).	2	1	7	10	21	15	56	23	27	5	2	57
14. Hear loaned business personnel speak about what employers expect from students.	5	6	15	15	6	10	57	28	27	2	0	57
15. Receive personal counseling about career goals.	21	13	10	6	5	1	56	31	23	2	0	56

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	TOTAL RESPONSES	Very helpful	Helpful	Of little help	Not at all	TOTAL RESPONSES
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	8	4	6	9	11	19	57	20	31	4	1	56
17. Receive occupational outlook/job demand information about related jobs.	8	12	9	10	14	4	57	17	36	3	0	56
18. Receive placement information about recent class/program completers.	4	4	6	8	14	19	55	14	34	5	0	53
19. Hear presentations made by recent graduates (panels, etc.).	3	2	6	12	17	17	55	22	26	8	0	56
20. Complete some formal career assessment before enrolling in class/ program.	9	4	5	8	14	16	56	16	35	4	1	56
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	12	9	6	5	13	12	57	22	27	6	0	55
22. Receive guidance in completing a resume.	14	10	10	15	5	3	57	22	30	1	0	53
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	9	11	12	12	7	5	56	20	31	5	1	57
24. Are informed about post-secondary related training options.	13	14	14	8	7	1	57	24	33	0	0	57
25. Receive feedback about deficiencies that affect job performance.	13	15	14	4	8	3	57	27	29	1	0	57
26. Receive feedback about deficiencies in basic skills.	14	17	9	6	8	1	55	25	29	1	0	55
27. Receive feedback about deficiencies in work habits.	11	17	13	7	6	3	57	28	27	2	0	57

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

AAA
COUNSELORS

Students:	A: Used with % of students who enroll in voc. classes/programs in your school						B: Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	5	4	4	4	1	2	20	14	4	2	0	20
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	2	1	8	4	4	1	20	13	6	1	0	20
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	6	6	5	2	1	0	20	14	6	0	0	20
4. Discuss, in class, jobs related to what they were studying.	7	8	3	2	0	0	20	13	6	1	0	20
5. Tour a local industry/business to observe various jobs related to their class/program.	2	3	3	6	4	2	20	15	5	0	0	20
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	0	4	4	3	7	2	20	9	11	0	0	20
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	6	3	3	4	2	20	12	6	0	0	18
8. Use COCIS for job/employer information.	0	4	4	3	2	7	20	5	11	1	1	18
9. Complete a "job search skill" unit/program (teaches students how to find a job.)	3	6	7	3	0	1	20	12	8	0	0	20
10. Visit a "trade show".	0	1	1	4	7	6	19	6	11	1	1	19
11. Go into the business community to use equipment.	1	3	1	3	8	4	20	8	8	4	0	20
12. Receive tutoring in basic skills.	0	2	1	5	10	1	19	11	7	2	0	20
13. Complete job shadowing (followed/observed workers on-site).	1	1	2	3	9	3	19	11	8	1	0	20
14. Hear loaned business personnel speak about what employers expect from students.	4	4	5	4	0	2	19	9	9	2	0	20
15. Receive personal counseling about career goals.	8	4	3	3	1	0	19	6	12	2	0	20
16. Complete a formal career exploration program before enrolling in a vocational class/program.	3	1	3	2	5	5	19	9	8	3	0	20
17. Receive occupational outlook/job demand information about related jobs.	3	3	4	6	2	1	19	8	11	1	0	20
18. Receive placement information about recent class/program completers.	1	1	3	4	7	4	20	11	5	2	0	18
19. Hear presentations made by recent graduates (panels, etc.).	1	2	2	6	6	3	20	8	7	1	0	16
20. Complete some formal career assessment before enrolling in class/program.	2	2	2	2	7	4	19	8	11	1	0	20
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	5	4	2	2	7	0	20	11	5	2	0	18
22. Receive guidance in completing a resume.	5	4	4	6	0	1	20	8	7	1	0	16
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	5	3	5	6	2	0	18	8	11	1	0	20
24. Are informed about post-secondary related training options.	5	5	6	3	1	0	20	13	7	0	0	20
25. Receive feedback about deficiencies that affect job performance.	4	7	6	0	2	1	20	11	9	0	0	20
26. Receive feedback about deficiencies in basic skills.	6	9	2	7	1	0	20	13		0	0	20
27. Receive feedback about deficiencies in work habits.	3	9	4	2	1	1	20	13	7	0	0	20

BEST COPY AVAILABLE

AA
COUNSELORS

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

	A: Used with % of students who enroll in voc. classes/programs in your school							B: Degree to which strategy could help student succeed in voc. class/program				
Students:	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	1	6	2	5	3	0	17	10	8	0	0	18
2. Talk with workers, in jobs related to the student's program, about how they came to be in their jobs.	4	3	4	4	3	0	18	9	9	0	0	18
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	6	6	4	0	2	0	18	9	9	0	0	18
4. Discuss, in class, jobs related to what they were studying.	4	7	3	0	4	0	18	10	8	0	0	18
5. Tour a local industry/business to observe various jobs related to their class/program.	1	3	2	4	3	4	17	11	7	0	0	18
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	6	1	0	2	4	5	18	10	8	0	0	18
7. Are reinforced by parents about the purposes of vocational classes/programs.	1	1	6	2	5	2	17	7	10	1	0	18
8. Use COCIS for job/employer information.	1	2	2	2	4	6	17	6	10	1	1	18
9. Complete a "job search skill" unit/program (teaches students how to find a job.)	2	3	5	3	3	2	18	7	10	0	0	17
10. Visit a "trade show".	0	0	2	1	4	9	16	2	13	1	0	16
11. Go into the business community to use equipment.	0	0	3	1	8	6	18	6	11	0	0	17
12. Receive tutoring in basic skills.	0	0	2	4	10	1	17	6	10	2	0	18
13. Complete job shadowing (followed/observed workers on-site).	0	0	1	4	8	5	18	7	10	1	0	18
14. Hear loaned business personnel speak about what employers expect from students.	1	2	4	7	3	1	18	11	7	0	0	18
15. Receive personal counseling about career goals.	7	6	3	0	2	0	18	10	8	0	0	18
16. Complete a formal career exploration program before enrolling in a vocational class/program.	3	1	2	3	3	6	18	6	9	1	1	17
17. Receive occupational outlook/job demand information about related jobs.	1	6	4	2	5	0	18	6	10	1	0	17
18. Receive placement information about recent class/program completers.	2	2	3	2	3	6	10	6	10	1	0	17
19. Hear presentations made by recent graduates (panels, etc.).	1	0	1	5	7	4	18	11	6	1	0	18
20. Complete some formal career assessment before enrolling in class/program.	4	1	2	2	3	6	18	4	10	2	1	17
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	4	4	3	2	4	1	18	8	9	1	0	18
22. Receive guidance in completing a resume.	4	3	3	4	4	0	18	11	7	0	0	18
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	2	5	3	4	4	0	18	7	11	0	0	18
24. Are informed about post-secondary related training options.	6	6	5	0	1	0	18	11	7	0	0	18
25. Receive feedback about deficiencies that affect job performance.	5	3	4	2	3	0	17	9	8	0	0	17
26. Receive feedback about deficiencies in basic skills.	3	5	5	2	1	0	18	10	8	0	0	18
27. Receive feedback about deficiencies in work habits.	4	5	4	2	3	0	18	11	7	0	0	18

BEST COPY AVAILABLE

A
COUNSELORS

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

Students:	A — Used with % of students who enroll in voc. classes/programs in your school							B — Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	5	3	3	1	4	3	19	9	10	0	0	19
2. Talk with workers, in jobs related to the student's program, about how they came to be in their jobs.	0	2	5	2	8	2	19	11	8	0	0	19
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	7	2	6	2	0	2	19	9	10	0	0	19
4. Discuss, in class, jobs related to what they were studying.	6	5	3	2	2	2	20	8	11	0	0	19
5. Tour a local industry/business to observe various jobs related to their class/program.	1	3	4	2	5	5	20	6	13	1	0	20
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	3	3	2	5	4	3	20	3	15	1	0	19
7. Are reinforced by parents about the purposes of vocational classes/programs.	2	1	5	5	5	2	20	6	12	1	0	19
8. Use COCIS for job/employer information.	5	3	0	4	3	5	20	4	14	1	0	19
9. Complete a "job search skill" unit/program (teaches students how to find a job.)	4	1	3	2	3	6	19	6	12	0	0	18
10. Visit a "trade show".	1	1	2	1	2	12	19	3	10	4	1	18
11. Go into the business community to use equipment.	0	3	3	3	3	8	20	3	13	0	2	18
12. Receive tutoring in basic skills.	1	1	5	5	5	3	20	4	13	2	0	18
13. Complete job shadowing (followed/observed workers on-site).	1	0	4	3	4	7	19	5	10	2	2	19
14. Hear loaned business personnel speak about what employers expect from students.	0	0	6	4	3	7	20	6	12	1	0	19
15. Receive personal counseling about career goals.	6	3	4	3	2	1	19	6	12	0	0	18
16. Complete a formal career exploration program before enrolling in a vocational class/program.	2	2	1	4	3	8	20	3	14	2	0	19
17. Receive occupational outlook/job demand information about related jobs.	4	3	1	2	7	3	20	3	14	1	0	18
18. Receive placement information about recent class/program completers.	1	1	0	2	4	9	17	2	12	2	0	16
19. Hear presentations made by recent graduates (panels, etc.).	1	0	3	1	4	10	19	2	12	4	0	18
20. Complete some formal career assessment before enrolling in class/program.	3	1	1	4	4	6	19	4	14	1	0	19
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	3	1	1	1	2	11	19	3	13	3	0	19
22. Receive guidance in completing a resume.	5	3	3	5	1	2	19	3	16	0	0	19
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	4	3	4	2	1	5	19	5	9	4	1	19
24. Are informed about post-secondary related training options.	6	4	5	1	2	1	19	4	15	0	0	19
25. Receive feedback about deficiencies that affect job performance.	3	2	3	4	5	2	19	5	13	1	0	19
26. Receive feedback about deficiencies in basic skills.	3	5	3	2	4	1	18	3	14	1	0	18
27. Receive feedback about deficiencies in work habits.	4	3	5	3	2	2	19	4	13	2	0	19

BEST COPY AVAILABLE

ALL SECONDARY GOUNSELORS

TIME SPENT ADVISING FOR VOCATIONAL EDUCATION

Considering all student contact through the guidance office, estimate what percentage of time guidance staff spends on:

	% / Freq														
1. Registration and scheduling		65 / 1	50 / 3	45 / 1	40 / 2	35 / 2	30 / 9	25 / 5	20 / 10	15 / 7	10 / 15				
2. Personal/Crisis Counseling		60 / 1	52 / 1	50 / 3	45 / 3	40 / 6	35 / 2	30 / 7	25 / 7	20 / 9	15 / 5	10 / 11	5 / 1	3 / 1	2 / 1
3. Advising and counseling for VE at the secondary level		60 / 1	30 / 4	20 / 13	15 / 11	12 / 1	10 / 15	5 / 11	2 / 1	1 / 1					
4. Advising and counseling for post-secondary education		65 / 1	50 / 2	45 / 1	35 / 2	30 / 9	25 / 9	20 / 15	15 / 10	10 / 6					
5. Post-secondary scholarships and financial aid		43 / 1	32 / 1	30 / 3	25 / 2	20 / 7	15 / 6	10 / 14	5 / 12						
6. Other		25 / 1	23 / 1	20 / 3	15 / 1	13 / 1	10 / 2	8 / 1	5 / 3						

Sample Size 58 (60 - 2 non-responses)

97% Return

PRINCIPALS SAMPLE

The decision of which principals to survey for this research project was determined by first dividing each of Colorado's high schools into their respective size categories (A, AA, AAA). The schools were then listed alphabetically and assigned a number. Twenty schools were then selected from each size category using a microcomputer program for random selection.

Schools that were chosen were contacted by telephone and the principal's secretary was asked to identify the principal's name. The principal was then sent the survey. The total number of surveys returned was 51 or 85 percent.

TOTAL PRINCIPALS

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 51 (60-9 NON-RESPONDENTS)

(85% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	12	16	10	4	4	4	50	30	19	0	0	49
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	6	11	11	12	7	3	50	27	21	0	0	48
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	23	16	8	0	1	1	49	29	20	0	0	49
4. Discuss, in class, jobs related to what they were studying.	30	11	5	1	3	1	51	32	14	2	0	48
5. Tour a local industry/business to observe various jobs related to their class/program.	7	11	11	9	7	5	51	19	28	2	0	49
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	10	9	7	9	7	8	50	15	28	6	0	49
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	10	11	15	5	4	45	21	24	2	3	50
8. Use COCIS for job/employer information.	12	10	9	5	1	9	46	18	21	7	1	47
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	13	7	11	12	4	3	50	19	30	0	0	49
10. Visit a "trade show".	3	3	3	10	11	19	49	7	25	13	3	48
11. Go into the business community to use equipment.	0	4	11	8	15	12	50	11	30	5	3	49
12. Receive tutoring in basic skills.	5	3	2	13	15	12	50	11	31	2	4	48
13. Complete job shadowing (followed/ observed workers on-site).	2	1	5	8	14	19	49	14	24	7	3	48
14. Hear loaned business personnel speak about what employers expect from students.	6	9	14	8	6	7	50	20	27	1	1	49
15. Receive personal counseling about career goals.	21	18	3	2	2	3	49	30	18	0	1	49

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	12	6	6	4	8	13	49	21	23	4	1	49
17. Receive occupational outlook/job demand information about related jobs.	12	9	11	8	5	3	48	20	27	1	1	49
18. Receive placement information about recent class/program completers.	6	6	4	6	16	11	49	10	32	5	1	48
19. Hear presentations made by recent graduates (panels, etc.).	1	5	8	7	14	14	49	9	27	11	0	47
20. Complete some formal career assessment before enrolling in class/ program.	8	5	9	6	7	14	49	15	24	7	1	47
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	15	11	5	3	4	11	49	19	25	1	2	47
22. Receive guidance in completing a resume.	10	13	17	4	3	2	49	18	25	3	1	47
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	14	10	9	8	4	4	49	18	21	7	1	47
24. Are informed about post-secondary related training options.	17	18	5	3	2	3	48	16	28	2	2	48
25. Receive feedback about deficiencies that affect job performance.	16	13	8	3	5	4	49	21	24	1	2	48
26. Receive feedback about deficiencies in basic skills.	17	11	7	5	3	6	49	20	24	2	2	48
27. Receive feedback about deficiencies in work habits.	18	13	9	5	1	3	49	23	21	2	1	47

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 17 (20-3 NON-RESPONDENTS)

(85% RETURN)

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student succeed in voc. class/program				
Students:	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	5	3	4	2	2	1	17	9	8	0	0	17
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	3	5	1	4	3	0	16	10	7	0	0	17
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	11	4	2	0	0	0	17	10	7	0	0	17
4. Discuss, in class, jobs related to what they were studying.	11	1	3	0	2	0	17	12	4	1	0	17
5. Tour a local industry/business to observe various jobs related to their class/program.	2	4	4	4	2	1	17	8	8	1	0	17
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	2	6	1	4	4	0	17	2	12	3	0	17
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	3	5	2	2	1	13	6	8	1	0	15
8. Use COCIS for job/employer information.	3	4	2	2	1	3	15	3	10	2	1	16
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	4	2	4	5	2	0	17	5	12	0	0	17
10. Visit a "trade show".	2	1	2	3	5	4	17	3	8	5	0	16
11. Go into the business community to use equipment.	0	3	5	3	4	2	17	7	10	0	0	17
12. Receive tutoring in basic skills.	1	1	1	7	5	2	17	4	12	0	0	16
13. Complete job shadowing (followed/ observed workers on-site).	0	0	2	5	6	3	16	3	8	4	1	16
14. Hear loaned business personnel speak about what employers expect from students.	2	7	4	1	3	0	17	7	10	0	0	17
15. Receive personal counseling about career goals.	7	7	2	1	0	0	17	8	9	0	0	17

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	5	2	1	2	4	3	17	9	7	1	0	17
17. Receive occupational outlook/job demand information about related jobs.	3	1	7	3	1	0	15	7	10	0	0	17
18. Receive placement information about recent class/program completers.	2	1	1	4	6	3	17	4	10	2	0	16
19. Hear presentations made by recent graduates (panels, etc.).	0	3	3	0	5	5	17	2	10	4	0	16
20. Complete some formal career assessment before enrolling in class/ program.	2	2	3	3	3	4	17	6	7	2	1	16
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	5	2	3	3	3	1	17	7	9	0	0	16
22. Receive guidance in completing a resume.	3	3	8	2	1	0	17	4	12	1	0	17
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	4	2	7	2	2	0	17	6	10	1	0	17
24. Are informed about post-secondary related training options.	6	6	2	1	1	0	16	6	11	0	0	17
25. Receive feedback about deficiencies that affect job performance.	7	6	1	0	2	1	17	8	9	0	0	17
26. Receive feedback about deficiencies in basic skills.	7	2	3	3	0	2	17	7	10	0	0	17
27. Receive feedback about deficiencies in work habits.	7	5	3	2	0	0	17	8	9	0	0	17

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 16 (20-4 NON-RESPONDENTS)

(80% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	3	8	3	1	0	1	16	13	2	0	0	15
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	2	2	7	3	1	1	16	9	6	0	0	15
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	8	6	1	0	1	0	16	11	4	0	0	15
4. Discuss, in class, jobs related to what they were studying.	11	4	0	1	0	0	16	10	4	1	0	15
5. Tour a local industry/business to observe various jobs related to their class/program.	3	3	6	3	0	1	16	5	9	1	0	15
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	4	1	5	2	1	3	16	7	6	2	0	15
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	2	2	7	3	1	15	6	6	1	3	16
8. Use COCIS for job/employer information.	3	4	6	0	0	3	16	7	4	4	0	15
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	3	3	5	4	1	0	16	6	9	0	0	15
10. Visit a "trade show".	0	1	1	3	4	7	16	2	5	7	1	15
11. Go into the business community to use equipment.	0	0	4	4	7	1	16	2	9	3	1	15
12. Receive tutoring in basic skills.	3	0	1	4	3	5	16	4	6	2	3	15
13. Complete job shadowing (followed/ observed workers on-site).	2	0	1	2	5	6	16	7	5	2	1	15
14. Hear loaned business personnel speak about what employers expect from students.	1	1	6	6	0	2	16	6	7	1	1	15
15. Receive personal counseling about career goals.	7	4	0	1	2	2	16	10	4	0	1	15

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	4	2	2	1	2	5	16	8	4	3	1	16
17. Receive occupational outlook/job demand information about related jobs.	4	6	1	3	1	2	17	6	8	1	1	16
18. Receive placement information about recent class/program completers.	2	3	3	0	4	4	16	4	9	2	1	16
19. Hear presentations made by recent graduates (panels, etc.).	1	0	4	4	3	4	16	4	7	4	0	15
20. Complete some formal career assessment before enrolling in class/ program.	4	1	4	3	1	3	16	5	6	4	0	15
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	7	4	2	0	0	3	16	8	4	3	0	14
22. Receive guidance in completing a resume.	3	6	5	1	1	0	16	8	4	2	0	14
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	6	3	1	5	1	0	16	6	6	3	0	15
24. Are informed about post-secondary related training options.	6	7	1	1	0	1	16	4	9	1	1	15
25. Receive feedback about deficiencies that affect job performance.	6	4	4	1	0	1	16	9	5	0	1	15
26. Receive feedback about deficiencies in basic skills.	8	3	1	1	1	2	16	8	4	1	2	15
27. Receive feedback about deficiencies in work habits.	8	4	1	2	0	1	16	10	3	1	1	15

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

A PRINCIPALS

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your school (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 18 (20-2 NON-RESPONDENTS)

(90% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	4	5	3	1	2	2	17	8	9	0	0	17
2. Talk with workers, in jobs-related to the student's program, about how they come to be in their jobs.	1	4	3	5	3	2	18	8	8	0	0	16
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	4	6	5	0	0	1	16	8	9	0	0	17
4. Discuss, in class, jobs related to what they were studying.	8	6	2	0	1	1	18	10	6	0	0	16
5. Tour a local industry/business to observe various jobs related to their class/program.	2	4	1	2	5	4	18	6	11	0	0	17
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	4	2	1	3	2	5	17	6	10	1	0	17
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	5	4	6	0	2	17	9	8	0	0	17
8. Use COCIS for job/employer information.	6	2	1	3	0	3	15	8	7	1	0	16
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	6	2	2	3	1	3	17	8	9	0	0	17
10. Visit a "trade show".	1	1	0	4	2	8	16	2	12	1	2	17
11. Go into the business community to use equipment.	0	1	2	1	4	9	17	2	11	2	2	17
12. Receive tutoring in basic skills.	1	2	0	2	7	5	17	3	13	0	1	17
13. Complete job shadowing (followed/ observed workers on-site).	0	1	2	1	3	10	17	4	11	1	1	17
14. Hear loaned business personnel speak about what employers expect from students.	3	1	4	1	3	5	17	7	10	0	0	17
15. Receive personal counseling about career goals.	7	7	1	0	0	1	16	12	5	0	0	17

	A. Used with % of students who enroll in voc. classes/ programs in your school							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	3	2	3	1	2	5	16	4	12	0	0	16
17. Receive occupational outlook/job demand information about related jobs.	5	2	3	2	3	1	16	7	9	0	0	16
18. Receive placement information about recent class/program completers.	2	2	0	2	6	4	16	2	13	1	0	16
19. Hear presentations made by recent graduates (panels, etc.).	0	2	1	2	6	5	16	3	10	3	0	16
20. Complete some formal career assessment before enrolling in class/ program.	2	2	2	0	3	7	16	4	11	1	0	16
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	3	5	0	0	1	7	16	3	13	0	0	16
22. Receive guidance in completing a resume.	4	4	4	1	1	2	16	6	9	0	1	16
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	4	5	1	1	1	4	16	6	5	3	1	15
24. Are informed about post-secondary related training options.	5	5	2	1	1	2	16	6	8	1	1	16
25. Receive feedback about deficiencies that affect job performance.	3	3	3	2	3	2	16	4	10	1	1	16
26. Receive feedback about deficiencies in basic skills.	2	6	3	1	2	2	16	5	10	1	0	16
27. Receive feedback about deficiencies in work habits.	3	4	5	1	1	2	16	5	9	1	0	15

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL EDUCATION DIRECTORS SAMPLE

The decision of which vocational education directors to survey for this research project was determined by first dividing each of Colorado's high schools into their respective size categories (A, AA, AAA). The schools were then listed alphabetically and assigned a number. Twenty schools were then selected from each size category using a microcomputer program for random selection.

Schools that were chosen were contacted by telephone and the principal's secretary was asked to identify the vocational education director responsible for that school. These individuals were then sent the following survey. Because some vocational directors represented more than one school and some schools did not have a vocational director, surveys representing 49 of the possible 60 schools were returned for an 82% return rate.

TOTAL VOCATIONAL DIRECTORS

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your district (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 49 (60-11 SCHOOLS NOT REPRESENTED)

(86% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	12	14	9	8	2	4	49	30	17	0	0	47
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	3	10	15	12	7	2	49	24	23	0	0	47
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	16	12	12	8	0	1	49	30	16	0	0	46
4. Discuss, in class, jobs related to what they were studying.	28	16	1	1	1	1	48	36	10	0	0	46
5. Tour a local industry/business to observe various jobs related to their class/program.	5	10	13	7	8	6	49	21	24	1	0	46
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	11	2	8	12	12	4	49	17	24	5	0	46
7. Are reinforced by parents about the purposes of vocational classes/programs.	1	4	15	10	8	6	44	27	17	1	0	45
8. Use COCIS for job/employer information.	7	4	7	6	8	15	47	12	21	5	1	39
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	9	16	7	11	2	4	49	30	14	1	0	35
10. Visit a "trade show".	2	3	2	13	15	13	48	7	27	8	2	34
11. Go into the business community to use equipment.	1	7	10	9	11	11	49	16	23	4	2	45
12. Receive tutoring in basic skills.	2	5	7	14	16	5	49	22	22	0	1	45
13. Complete job shadowing (followed/ observed workers on-site).	1	1	3	8	17	17	47	15	21	8	2	46
14. Hear loaned business personnel speak about what employers expect from students.	3	9	15	10	7	5	49	26	19	0	1	46
15. Receive personal counseling about career goals.	22	8	4	6	7	2	49	30	13	1	1	45

	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	8	9	6	6	12	8	49	16	27	3	0	46
17. Receive occupational outlook/job demand information about related jobs.	8	11	9	10	9	2	49	18	23	3	2	46
18. Receive placement information about recent class/program completers.	6	5	11	8	10	9	49	11	29	4	1	45
19. Hear presentations made by recent graduates (panels, etc.).	1	5	7	10	21	5	49	15	26	5	0	46
20. Complete some formal career assessment before enrolling in class/ program.	10	6	11	5	8	9	49	11	28	4	0	43
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	15	7	8	9	2	8	49	15	27	4	0	46
22. Receive guidance in completing a resume.	13	12	11	5	6	2	49	27	19	0	1	47
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	17	7	9	8	5	3	49	17	23	4	2	46
24. Are informed about post-secondary related training options.	15	14	8	5	5	2	49	20	24	1	1	46
25. Receive feedback about deficiencies that affect job performance.	8	8	14	4	8	4	46	20	22	0	2	44
26. Receive feedback about deficiencies in basic skills.	12	9	11	5	8	4	49	27	16	2	1	46
27. Receive feedback about deficiencies in work habits.	12	10	12	7	4	3	48	30	14	1	1	46

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your district (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 19 (20-1 SCHOOL NOT REPRESENTED)

(95% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	5	6	3	4	0	1	19	14	5	0	0	19
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	2	3	4	6	4	0	19	8	10	0	0	18
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	2	8	2	7	0	0	19	13	5	0	0	18
4. Discuss, in class, jobs related to what they were studying.	11	6	0	1	0	0	18	17	1	0	0	18
5. Tour a local industry/business to observe various jobs related to their class/program.	1	2	10	1	5	0	19	7	11	0	0	18
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	1	1	5	9	3	0	19	5	10	3	0	18
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	0	8	2	6	0	16	14	4	0	0	18
8. Use COCIS for job/employer information.	1	1	1	1	6	9	19	1	11	2	0	14
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	2	10	1	6	0	0	19	14	4	0	0	18
10. Visit a "trade show".	0	1	2	6	9	1	19	1	12	5	0	18
11. Go into the business community to use equipment.	0	6	4	3	2	4	19	9	6	3	0	18
12. Receive tutoring in basic skills.	1	0	6	7	5	0	19	12	6	0	0	18
13. Complete job shadowing (followed/ observed workers on-site).	0	0	1	1	11	4	17	5	8	5	0	18
14. Hear loaned business personnel speak about what employers expect from students.	0	6	4	6	3	0	19	10	8	0	0	18
15. Receive personal counseling about career goals.	6	2	1	3	7	0	19	14	3	1	0	18

	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	1	6	1	2	8	1	19	8	9	2	0	19
17. Receive occupational outlook/job demand information about related jobs.	2	6	1	5	5	0	19	8	7	3	0	18
18. Receive placement information about recent class/program completers.	2	3	6	3	0	5	19	4	10	4	0	18
19. Hear presentations made by recent graduates (panels, etc.).	0	2	3	3	10	1	19	3	11	4	0	18
20. Complete some formal career assessment before enrolling in class/ program.	4	1	8	2	2	2	19	4	13	1	0	18
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	3	4	5	5	2	0	19	4	11	3	0	18
22. Receive guidance in completing a resume.	7	4	3	2	3	0	19	14	5	0	0	19
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	6	1	5	6	1	0	19	7	11	0	0	18
24. Are informed about post-secondary related training options.	5	4	4	3	3	0	19	6	12	0	0	18
25. Receive feedback about deficiencies that affect job performance.	3	3	6	1	3	0	16	9	9	0	0	18
26. Receive feedback about deficiencies in basic skills.	6	0	5	2	5	1	19	13	4	1	0	18
27. Receive feedback about deficiencies in work habits.	3	3	6	5	1	1	19	14	4	0	0	18

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

AA VOCATIONAL DIRECTORS

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your district (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 17 (20-3 SCHOOLS NOT REPRESENTED)

(85% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	4	5	4	3	0	1	17	12	4	0	0	16
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	1	6	8	1	1	0	17	11	6	0	0	17
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	11	0	5	1	0	0	17	12	4	0	0	16
4. Discuss, in class, jobs related to what they were studying.	10	7	0	0	0	0	17	11	5	0	0	16
5. Tour a local industry/business to observe various jobs related to their class/program.	3	5	2	5	0	2	17	9	6	1	0	16
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	6	0	2	0	8	1	17	8	6	2	0	16
7. Are reinforced by parents about the purposes of vocational classes/programs.	0	2	4	3	2	4	15	7	7	1	0	15
8. Use COCIS for job/employer information.	3	3	5	1	2	3	17	7	4	2	1	14
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	3	4	6	1	2	1	17	10	4	1	0	15
10. Visit a "trade show".	0	1	0	5	4	7	17	4	7	3	0	14
11. Go into the business community to use equipment.	0	0	5	5	5	2	17	6	9	0	0	15
12. Receive tutoring in basic skills.	1	3	1	7	4	1	17	9	5	0	1	15
13. Complete job shadowing (followed/ observed workers on-site).	1	0	1	7	3	5	17	7	6	2	1	16
14. Hear loaned business personnel speak about what employers expect from students.	1	2	7	3	3	1	17	10	5	0	1	16
15. Receive personal counseling about career goals.	10	2	2	2	0	1	17	9	5	0	1	15

	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	6	2	2	2	2	3	17	7	7	1	0	15
17. Receive occupational outlook/job demand information about related jobs.	4	3	6	2	1	1	17	6	8	0	2	16
18. Receive placement information about recent class/program completers.	3	1	5	1	5	2	17	6	8	0	1	15
19. Hear presentations made by recent graduates (panels, etc.).	1	2	4	5	4	1	17	10	6	0	0	16
20. Complete some formal career assessment before enrolling in class/ program.	4	3	3	2	3	2	17	6	5	2	0	13
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	9	1	2	3	0	2	17	9	6	1	0	16
22. Receive guidance in completing a resume.	5	4	5	1	2	0	17	10	6	0	0	16
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	6	3	3	2	3	0	17	6	7	2	1	16
24. Are informed about post-secondary related training options.	7	6	2	1	1	0	17	8	7	1	0	16
25. Receive feedback about deficiencies that affect job performance.	3	3	6	1	2	2	17	8	5	0	1	14
26. Receive feedback about deficiencies in basic skills.	5	4	5	1	1	1	17	10	4	1	1	16
27. Receive feedback about deficiencies in work habits.	7	3	3	1	2	1	17	11	3	1	1	16

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL COUNSELING STRATEGIES

Below are vocational counseling strategies used with students who enroll in vocational classes or programs (i.e., home economics, coop education, distributive education, agriculture, etc.). Recognizing that you or others (vocational, coop, classroom teachers) may use these strategies, mark the appropriate columns to indicate:

A. The extent to which each strategy is used in your district (with students who enroll in vocational classes/programs).

B. The extent to which the strategy could help students succeed in vocational classes/programs (whether you use the strategy or not).

SAMPLE SIZE 13 (20-7 SCHOOLS NOT REPRESENTED)

(65% RETURN)

Students:	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student succeed in voc. class/program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	3	3	2	1	2	2	13	4	8	0	0	12
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	0	1	3	5	2	2	13	5	7	0	0	12
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	3	4	5	0	0	1	13	5	7	0	0	12
4. Discuss, in class, jobs related to what they were studying.	7	3	1	0	1	1	13	8	4	0	0	12
5. Tour a local industry/business to observe various jobs related to their class/program.	1	3	1	1	3	4	13	5	7	0	0	12
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	4	1	1	3	1	3	13	4	8	0	0	12
7. Are reinforced by parents about the purposes of vocational classes/programs.	1	2	3	5	0	2	13	6	6	0	0	12
8. Use COCIS for job/employer information.	3	0	1	4	0	3	11	4	6	1	0	11
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	4	2	0	4	0	3	13	6	6	0	0	12
10. Visit a "trade show".	2	1	0	2	2	5	12	2	8	0	2	12
11. Go into the business community to use equipment.	1	1	1	1	4	5	13	1	8	1	2	12
12. Receive tutoring in basic skills.	0	2	0	0	7	4	13	1	11	0	0	12
13. Complete job shadowing (followed/ observed workers on-site).	0	1	1	0	3	8	13	3	7	1	1	12
14. Hear loaned business personnel speak about what employers expect from students.	2	1	4	1	1	4	13	6	6	0	0	12
15. Receive personal counseling about career goals.	6	4	1	1	0	1	13	7	5	0	0	12

	A. Used with % of students who enroll in voc. classes/ programs in your district							B. Degree to which strategy could help student complete voc. class/ program				
	All who enroll	75%	50%	25%	Less than 10%	Not used	Total Responses	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	1	1	3	2	2	4	13	1	11	0	0	12
17. Receive occupational outlook/job demand information about related jobs.	2	2	2	3	3	1	13	4	8	0	0	12
18. Receive placement information about recent class/program completers.	1	1	0	4	5	2	13	1	11	0	0	12
19. Hear presentations made by recent graduates (panels, etc.).	0	1	0	2	7	3	13	2	9	1	0	12
20. Complete some formal career assessment before enrolling in class/ program.	2	2	0	1	3	5	13	1	10	1	0	12
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	3	2	1	1	0	6	13	2	10	0	0	12
22. Receive guidance in completing a resume.	1	4	3	2	1	2	13	3	8	0	1	12
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	5	3	1	0	1	3	13	4	5	2	1	12
24. Are informed about post-secondary related training options.	3	4	2	1	1	2	13	6	5	0	1	12
25. Receive feedback about deficiencies that affect job performance.	2	2	2	2	3	2	13	3	8	0	1	12
26. Receive feedback about deficiencies in basic skills.	1	5	1	2	2	2	13	4	8	0	0	12
27. Receive feedback about deficiencies in work habits.	2	4	3	1	1	1	12	5	7	0	0	12

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

EMPLOYER SAMPLE

A pool of 93 employers in Larimer County, Colorado who had hired the 105 secondary vocational education program completers over the 1984 - 1985 period was identified through Larimer County Vocational Technical Center. A random sample of 30 employers was contacted by telephone to ask their cooperation. A survey was then delivered to each employer and picked up three days later until all 30 employers or 100% of the sample was returned.

In a few cases, specific questions were not answered or indicated within the "Total Response" column.

EMPLOYERS OF VOCATIONAL STUDENTS

1) Data Microfilm Service Co.
328 Link Lane
Ft. Collins, CO 80524
221-1212

2) Lang Murphy Company, Inc.
1800 East Lincoln Ave.
Ft. Collins, CO 80524
493-2985

3) Walgreen
2265 South College Ave.
Ft. Collins, CO 80526
484-2733

4) Rapid Lube
410 North College Ave.
Ft. Collins, CO 80524
482-9096

5) Tim Anderson, D.D.S.
315 West Oak Street
Ft. Collins, CO 80521
482-6841

6) Jiffy Lube
1644 West Eisenhower
Loveland, CO 80537
667-7766

7) Colorado Parts Company
125 West Swallow
Ft. Collins, CO 80526
226-6275

8) Colorado Screw Machine Co.
505 S.E. 8th Street
Loveland, CO 80537
667-6122

9) No. Colorado Saw and Carbide
2126 Primrose Lane
Ft. Collins, CO 80524
223-0610

10) Art Castings of Colorado
511 S.E. 8th Street
Loveland, CO 80537
667-1114

11) Jax Surplus
1200 North College
Ft. Collins, CO 80524
221-0544

12) LaPorte Truck Repair
3000 North U.S. Highway 287
LaPorte, CO 80535
484-0851

13) Poudre Valley Hospital
1024 LeMay Street
Ft. Collins, CO 80524
482-4111

14) Big A Auto Parts
1317 East Mulberry
Ft. Collins, CO 80524
224-9555

15) Modern Sprinkler Co.
5001 Crest Road
Ft. Collins, CO 80525
226-1638

16) Loveland Parks & Recreation
545 North Cleveland
Loveland, CO 80537
667-1634

17) Daybridge Learning Center
1900 South LeMay
Ft. Collins, CO 80525
221-5921

18) Spring Creek Health Care
1000 Stuart Street
Ft. Collins, CO 80525
482-5712

19) Dr. Wright
1440 West 29th
Loveland, CO 80537
663-2133

20) Jiffy Lube
2549 South College
Ft. Collins, CO 80526
482-4033

21) Dr. William Davis
1040 East Elizabeth
Ft. Collins, CO 80524
493-2254

22) Kuck Sheet Metal & Boating
1304 Duff Dr., Suite 14
Ft. Collins, CO 80526
493-5876

23) Ft. Collins Pipe
1925 Timberline
Ft. Collins, CO 80525
484-1110

24) Vipont Labs
220 East Olive
Ft. Collins, CO 80524
482-3126

25) Tri Trend, Inc.
3336 Birmingham Dr.
Ft. Collins, CO 80526
223-1035

26) Neodata
1501 Blue Spruce Dr.
Ft. Collins, CO 80524
484-1874

27) Soderberg Masonry
239 South Summit View Dr.
Ft. Collins, CO 80524
482-3766

28) ESAB Heath
1941 Heath Parkway
Ft. Collins, CO 80524
484-1244

29) Good Samaritan Retirement Village
508 West County Rd. 34
Ft. Collins, CO 80526
226-4909

30) Chemagnetics, Inc.
216 North Commerce Dr.
Ft. Collins, CO 80524
484-0428

VOCATIONAL COUNSELING STRATEGIES

EMPLOYERS OF VOCATIONAL EDUCATION GRADUATES

Place a (X) in the box which indicates the amount of help this actually would be in helping vocational students become productive workers.

SAMPLE SIZE 30
(100% RETURN)

Students:	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	16	8	6	0	30
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	8	15	7	0	30
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	11	17	2	0	30
4. Discuss, in class, jobs related to what they were studying.	11	14	5	0	30
5. Tour a local industry/business to observe various jobs related to their class/program.	13	14	3	0	30
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	6	18	4	1	29
7. Are reinforced by parents about the purposes of vocational classes/programs.	9	18	2	0	29
8. Use COCIS for job/employer information.	4	10	5	1	20
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	9	18	3	0	30
10. Visit a "trade show".	4	11	14	0	29
11. Go into the business community to use equipment.	6	15	7	1	29
12. Receive tutoring in basic skills.	11	12	7	0	30
13. Complete job shadowing (followed/ observed workers on-site).	7	17	6	0	30
14. Hear loaned business personnel speak about what employers expect from students.	10	15	5	0	30
15. Receive personal counseling about career goals.	11	18	1	0	30

	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	8	13	7	0	28
17. Receive occupational outlook/job demand information about related jobs.	6	20	3	0	29
18. Receive placement information about recent class/program completers.	5	16	8	0	29
19. Hear presentations made by recent graduates (panels, etc.).	6	19	4	0	29
20. Complete some formal career assessment before enrolling in class/program.	9	17	3	0	29
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	6	18	5	0	29
22. Receive guidance in completing a resume.	14	13	2	0	29
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	7	16	6	0	29
24. Are informed about post-secondary related training options.	6	16	6	0	28
25. Receive feedback about deficiencies that affect job performance.	20	9	0	0	29
26. Receive feedback about deficiencies in basic skills.	20	9	0	0	29
27. Receive feedback about deficiencies in work habits.	22	7	0	0	29

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

VOCATIONAL EDUCATION GRADUATE SAMPLE

A pool of 105 recently employed (in the field for which they were trained) secondary vocational education students who completed programs over the 1984 - 1985 years was identified within Larimer County, Colorado through Larimer County Vocational Technical Center. A random sample of 30 students were surveyed. One week later, telephone calls were made until each student was contacted directly. Follow-up mailings and telephone contacts were made until all 30 graduates or 100% of the sample returned the survey.

In some cases, specific questions were not answered as indicated within the "Total Responses" column.

VOCATIONAL COUNSELING STRATEGIES

VOCATIONAL EDUCATION GRADUATES

Place a (X) in the box which indicates the amount of help this activity would be in helping vocational students obtain employment.

SAMPLE SIZE 30
(100% RETURN)

Students:	Very helpful	Helpful	Of little help	Not at all	Total Responses
1. Complete an actual or practice job interview.	18	10	1	1	30
2. Talk with workers, in jobs related to the student's program, about how they come to be in their jobs.	13	12	5	0	30
3. Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.	8	14	8	0	30
4. Discuss, in class, jobs related to what they were studying.	13	14	3	0	30
5. Tour a local industry/business to observe various jobs related to their class/program.	10	17	1	2	30
6. Attend a "job fair" or "career day" where workers/employers talk about jobs.	9	15	5	1	30
7. Are reinforced by parents about the purposes of vocational classes/programs.	8	15	5	1	29
8. Use COCIS for job/employer information.	8	14	3	0	25
9. Complete a "job search skill" unit/ program (teaches students how to find a job.)	17	8	5	0	30
10. Visit a "trade show".	3	14	12	1	30
11. Go into the business community to use equipment.	13	13	4	0	30
12. Receive tutoring in basic skills.	10	15	4	1	30
13. Complete job shadowing (followed/ observed workers on-site).	15	12	3	0	30
14. Hear loaned business personnel speak about what employers expect from students.	11	17	2	0	30
15. Receive personal counseling about career goals.	4	17	7	2	30

	Very helpful	Helpful	Of little help	Not at all	Total Responses
16. Complete a formal career exploration program (i.e., experienced based career education, viewed a film on vocational education, completed a career unit, etc.) before enrolling in a vocational class/program.	6	15	9	0	30
17. Receive occupational outlook/job demand information about related jobs.	16	13	1	0	30
18. Receive placement information about recent class/program completers.	7	22	1	0	30
19. Hear presentations made by recent graduates (panels, etc.).	7	19	3	1	30
20. Complete some formal career assessment before enrolling in class/program.	5	13	10	0	28
21. Attend a presentation by vocational teachers prior to enrolling in a class/program.	8	19	3	0	30
22. Receive guidance in completing a resume.	16	23	1	0	30
23. Are involved in student leadership groups/clubs (HERO, FFA, VICA, etc.).	8	15	5	2	30
24. Are informed about post-secondary related training options.	12	13	2	2	29
25. Receive feedback about deficiencies that affect job performance.	13	13	4	0	30
26. Receive feedback about deficiencies in basic skills.	13	13	4	0	30
27. Receive feedback about deficiencies in work habits.	15	13	2	0	30

THANK YOU FOR YOUR COOPERATION. YOUR COMMENTS WILL BE HELD CONFIDENTIAL, AND YOUR NAME WILL BE GRATEFULLY ACKNOWLEDGED IN THE FINAL REPORT.

CONCLUSIONS and RECOMMENDATIONS

The purpose of this project was to evaluate data from counselors, principals, administrators, vocational graduates and vocational employers that would address the following six questions:

1. What are acceptable vocational counseling strategies that students might expect from their secondary school guidance program?

2. How much time do guidance staffs spend on advising and counseling for vocational education at the secondary level?

3. What vocational counseling strategies are used with students who enroll in vocational classes/programs?

4. To what degree could vocational counseling strategies be helpful in helping students succeed in vocational classes/programs?

5. How helpful do employers feel vocational counseling strategies are in helping secondary vocational students become productive workers?

6. How helpful do graduates feel vocational counseling strategies were in helping them become employable?

Examination of the data as it pertains to each of these questions provided the following responses:

Question 1

What are acceptable vocational counseling strategies that students might expect from their secondary school guidance program?

Answers

A list of 27 vocational counseling strategies was developed from a review of the relevant literature, data from the National Center for Research in Vocational Education, the National Career Development Association, and ERIC (see page 13).

These statements were used to develop the questionnaires used to obtain information from the counselor, principal, vocational director, employer and secondary vocational education graduate samples.

Recommendations

1. This study represents an initial effort to gather information about acceptable and useful strategies in the counseling and advising of vocational students. The respondents saw all of the strategies that were identified as being helpful and all were being used to some extent. Further studies would be appropriate that would attempt to

more clearly differentiate the extent of helpfulness of these strategies than was accomplished within this first effort.

2. The list of strategies can serve as a standard for evaluating the career guidance and counseling programs within schools.

3. All counselors-in-training should be trained in each of these strategies if vocational students are to be well served.

4. Much greater attention should be given to providing opportunities for students to receive feedback about deficiencies that affect job performance, basic skills and work habits.

Question 2

How much time do guidance staffs spend on advising and counseling for vocational education at the secondary level?

Answers

Data on the amount of staff time spent on advising and counseling for vocational education was obtained by sampling secondary school counselors. The data is summarized in the following table (see page 20, number 3):

Percent of Staff Time	Number of Schools	Cumulative Percentage
40+	1	100%
30	4	97%
20	13	91%
15	11	70%
10	16	50%
05	11	22%
02	2	3%

On the average (median) counseling staffs spend 10% or less of their time advising and counseling vocational education enrollees. Only one out of ten schools spend more than 30% of staff time in counseling or advising vocational students. Seven out of ten schools spend 15% or less of staff time in counseling or advising vocational students.

Recommendations

1. The companion study to this investigation indicated clearly that the personal interview was an effective and useful tool in the counseling of vocational students. However, it was not being used by all schools nor with all students. The length of the interview was also quite short. Given the amount of staff time being devoted to advising and counseling vocational students, these findings are very consistent. Schools should consider increasing the time devoted to vocational advising which would make it possible to increase the use and effectiveness of the personal interview.

2. Structured guidance programs may need to become more commonly employed if more students are going to receive information about vocational education during the pre-enrollment process.

3. Unless more counseling time is dedicated to advising and counseling students, greater use of technology such as video and locally developed software must be utilized to expand the dissemination of information.

Questions 3, 4, 5, and 6 (Analyzed Together)

3. What vocational counseling strategies are used with students who enroll in vocational classes/programs?

4. To what degree could vocational counseling strategies be helpful in helping students succeed in vocational classes/programs?

5. How helpful do employers feel vocational counseling strategies are in helping secondary vocational students become productive workers?

6. How helpful do graduates feel vocational counseling strategies were in helping them become employable?

Answers

The questionnaire, based on the vocational counseling strategies which had been identified, provided data on [1] the extent to which each strategy was perceived as being used with students who enroll in vocational courses and programs by counselors (p. 15), principals (p. 22), and vocational directors (p. 31), and [2] the degree to which each strategy was seen by each group as helping students succeed in their vocational programs. Data on the helpfulness of each strategy was obtained from a sample of employers (p. 42) and students (p. 45) who had graduated from vocational programs.

Examination of this data revealed the following:

1. All strategies listed were seen as being used with a majority of students in some schools.

2. No strategy was used with all students in all schools.

3. Some strategies were seen as being used by a larger percent of the respondent groups than other strategies. There was marked similarity across the three respondent groups as to the most used and least used strategies.

4. The most used strategies as reported by the counselors, principals, and vocational directors were also seen as the most helpful.

5. Counselors, principals and vocational directors saw most of the strategies as helpful providing little variability on this

dimension. Those strategies least used were seen as least helpful.

6. Employers and students provided more variability as to the helpfulness of the strategies.

7. Employers generally, and students to a lesser extent, saw those strategies perceived by the counselors, principals and vocational directors as being most used as also being most helpful. Also those strategies perceived as least used were generally seen as least helpful.

All of the strategies listed in the questionnaire were perceived by a large majority of the respondents in all groups as being helpful. Table A (see following page) highlights these strategies that were preceived as being most or least helpful even though the overall rankings of most strategies was very high. This summary table provides the following breakdown by respondent groups:

A. MOST USED — strategies reported as being used with 50% or more of the students enrolled in vocational courses by 70% or more for the counselor, principal and vocational director groups.

B. LEAST USED — strategies reported as being used with 25% or less of enrolled students by 30% or more of the respondents in these same three groups.

C. MOST HELPFUL — strategies reported as helpful by 90% or more of the individuals in each sample.

D. LEAST HELPFUL — strategies reported as being of little or no help by 10% or more of the counselors, principals and vocational directors and by 20% or more of the employers and students.

Question 3

What vocational counseling strategies are used with students who enroll in vocational classes/programs?

Answers

The summary data indicates that all strategies are used by some schools with some students. No strategy is used by all schools. However, some strategies are perceived as being used to a greater extent than others.

Counselors, principals and vocational directors all saw the following five strategies as being used with a majority of vocational students.

3 Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.

4 Discuss, in class, jobs related to what they were studying.

TABLE A

SUMMARY BY NUMBER

- MOST and LEAST USED STRATEGIES -
- MOST and LEAST HELPFUL STRATEGIES -

CATEGORY	COUNSELORS	PRINCIPALS	VOC.DIRECTORS	EMPLOYERS	GRADUATES	MAJORITY OF GROUPS REPORTED	CONSENSUS OF ALL GROUPS
MOST USED	3 4 15 24 25 26 27	1 3 4 15 22 24 25 26 27	1 3 4 15 22 24 27			1 3 4 15 24 25 26 27	3 4 15 24 27
LEAST USED	10 11 12 13 18 19	10 11 12 13 19	10 12 13 19			10 12 13 19	10 12 13 19
MOST HELPFUL	3 4 15 24 25 26 27	1 3 4 15 22 24 25 26 27	1 3 4 15 22 24 27	3 5 7 9 15 17 20 22 25 26 27	1 4 5 13 14 17 18 21 22 27	1 3 4 15 22 24 25 26 27	27
LEAST HELPFUL	10 11 12 13 19 21 23	6 7 8 10 11 12 13 16 18 19 20 23	6 8 10 11 13 17 18 19 23	2 8 10 11 13 16 18 23 24	3 6 7 10 15 16 20 23	6 8 10 11 13 16 18 23	10 23

#15 Receive personal counseling about career goals.

#24 Are informed about postsecondary related training options.

#27 Receive feedback about deficiencies in work habits.

The following four strategies were seen by all three groups as being the least used.

#10 Visit a "trade show."

#12 Receive tutoring in basic skills.

#13 Complete job shadowing (followed/observed workers on-site).

#19 Hear presentations made by recent graduates (panels, etc.).

Question 4

To what degree could vocational counseling strategies be helpful in helping students succeed in vocational classes/programs?

Answers

All strategies were seen by the counselors, principals and vocational directors as being helpful. Employers and students were more discriminating. Employees and students generally agreed with the other three groups in their perception of which strategies were the most and least helpful, but the students provided three marked exceptions.

3 Talk with counselor/teacher about how their goals, interests and abilities relate to jobs.

#15 Receive personal counseling about career goals.

These two strategies were perceived by the other four groups of respondents as being among the most used and the most helpful. Thirty percent or more of the students included them in the categories of little or no help.

#13 Complete job shadowing (followed/observed workers on-site)

was seen by the students as being one of the most helpful while the other four groups included it among the least helpful.

Questions 5 and 6

5. How helpful do employers feel vocational counseling strategies are in helping secondary vocational students become productive workers?

6. How helpful do graduates feel vocational counseling strategies were in helping them become employable?

Answers

It is clear that both groups perceived many of the listed strategies as helpful to the success of vocational students to become productive workers and to become employable. Those strategies seen as helpful by 90% or more of the individuals in each of these groups are included in the summary table. Those seen as being of little or no help by 30% or more of both groups are also presented in the summary table.

It is interesting to note that strategies #3, 7, 15 and 20 are included within the employers' list of most helpful in producing productive employees and in the graduates' strategies list of least helpful in obtaining employment. For employers, strategies #13 and 18 fall in the category defined as least helpful in producing productive employees, but for the graduates, they fall in the category of most helpful in obtaining employment. It is also interesting to note that the other three education related groups share perceptions more with the employers than with the students.

Recommendations (For Group of 3, 4, 5, and 6)

While all of the strategies that were identified were seen as helpful and were regularly used, there was still some differences in perception. It would seem appropriate to consider those strategies identified by a consensus of all groups for regular use in advising and counseling vocational students. Also additional study should be made of the possible difference in perception of what is helpful between the students and the other groups. Careful attention should also be given to the clear response by the employers that "feedback about deficiencies in basic skills, work habits and employability skills" needs to be an integral part of the advising process.

ADVISORY COMMITTEE

Ginnny Berry
Executive Vice President
Colorado Association for Counseling
and Development

Bruce Hulley
Vocational Assessment Specialist
T.H. Pickens Vocational Technical Center

Dan Hunter
Counselor
Fairview High School

Mike Immasche
Counselor
Larimer County Vocational Technical Center

Carolyn Johnson
Career Center Coordinator
Fort Collins High School

Beth Lebsock
Student Affairs
Fort Morgan Community College

Chuck Pennell
Counselor
Berthoud High School

Ron Stoll
Career Center Coordinator
Rocky Mountain High School

MaryJane Thompson
Counseling Supervisor
Larimer County Employment and Training Services

Donna Watkins, President
Colorado School Counselor Association
Counselor
Smokey Hill High School